

## AN ENGLISH AND SIGN LANGUAGE HANDOUT FOR DEAF LEARNERS

**Emi Fitri Audina, Iwan Supardi, Urai Salam**

English Education Study Program of Teacher Training and Education Faculty

Tanjungpura University, Pontianak

Email : [emiaudina24@gmail.com](mailto:emiaudina24@gmail.com)

### **Abstract**

*This research was conducted to design English and Sign Language handout for Deaf Learners. The purpose of this research was to find out whether English and Sign Language Handout was able to teach deaf learners vocabulary. The form of this research was developmental research. This developmental research was conducted to create a recent learning media for deaf learners. The method of this research consists of three phases namely analyzing, designing, and developing or called ADD. In designing the product the data were collected through observation sheet, video recorder, and camera. The designed product introduced English at the very first place through the sign language, material design, drill and practice. It consisted of five chapters; alphabet, numbers, greeting, introduction, and color.*

**Keywords:** *Deaf Learners, Developmental Research, English and Sign Language Handout*

### **INTRODUCTION**

Deafness is a condition where a person is having partial or complete hearing loss. Stated by OHIO Department of Education about Deafness and Hard of Hearing, that deafness could be defined as a hearing impairment by severe factors which causes child to have an impairment to process linguistic information through audio (hearing). OHIO added that the condition above could be followed by some impact to the child's educational performance. Based on Deaf Children Document in Australia, there are at least five types of hearing loss: they are conductive hearing loss, sensorineural hearing loss, mixed hearing loss, unilateral hearing loss (one ear deafness), and progressive or acquire hearing loss.

Deafness and its perspective have created deafness terms such as deaf world and deafness culture. The term deaf world describes communities of visually oriented individuals whose primary language is signed language and who collectively identified as a minority culture (Lane, 2005). Besides, there is a specific term called deaf culture that is defined as a set of beliefs, behaviors, values, shared situations, and

the line, of the communities of the deaf people and their surroundings; which view deafness more as a difference in human experience rather than a disability or disease instead. The term of deaf culture which is known in 20 century has brought a new pride sense of deaf world towards the differences people have. Culture consists of language, values, traditions, norms and identity (Padden, 1980). In a published article by *Joanne Cripps (2000)*, *deaf culture contains all five sociological criteria for defining a culture*. This deaf culture encourages people to accept deafness as a part of the community membership culturally even when they are just a minor number of the community.

Sign language is a visual language that uses hand shapes, facial expression, gestures and body language. For many children with a profound to severe hearing loss, who get little or no benefit from hearing technology, sign language provides vital access to language and communication. For many deaf children sign language is the language through which they are educated. Sign language may be as coarsely expressed as mere grimaces, shrugs, or pointing; or it may employ a delicately nuanced

combination of coded manual signals reinforced by facial expression and perhaps augmented by words spelled out in a manual alphabet. Wherever vocal communication is impossible, as between speakers of mutually unintelligible languages or when one or more would-be communicators is deaf, sign language can be used to bridge the gap.

Sign Language is a complex language that has been used for centuries throughout the world. Signed Languages are unlike spoken languages in that they are three-dimensional languages in motion. Sign language helps to bridge the gap between those who can hear and those who cannot. Using a collection of hand gestures and symbols, sign language is an effective means of communication that provides the deaf and those hard of hearing a way interact with the world around them. Learning and understanding sign language isn't just for the hearing impaired—it's also for those who are interested in being able to communicate with the hearing impaired. Government and deaf activist in Indonesia have been working hand in hand to fill the needs of society to learn sign language through education, workshop, seminar and the line. Hearing-impaired were once thought inferior to those who were not, but many hearing impaired or deaf people have made significant contributions to the society. If these people were not given the ability to communicate with the world through sign language, then the gifts they had for society could never be shared.

Thus, being accepted in the whole society gives the chance to deaf people to get their equal right for example learning about a language they interested to, for instance English. However, the challenge to learn English as foreign language in Indonesia is not only for hearing learners but also to those with special needs, such as deaf learners.

Moreover, English as foreign language is not their second language but more as third language. Deaf and hearing people living in the same country do not necessarily share the same first language. For hearing-impaired people, the spoken language of their country might differ from their first language, and can be second place after sign language. As sign language does not necessarily follow the same grammatical rules as spoken language of that particular

country, means that the deaf person has to acquire two languages (spoken language of their country and sign language) at the same time. To use an example of hearing person, it means that deaf person would have to acquire Bahasa Indonesia as a mother tongue and English language to be able to communicate with the people around. In other words, a deaf person who uses spoken language and sign language, in the same time, is bilingual.

The deaf population in Pontianak is a minority group with specific language and culture. As well as other minorities the deaf has different needs for education than hearing people. The deaf students have two possibilities to get their education. The first possibility is to attend the schools specialized in teaching students with hearing impairment. The second possibility is to attend mainstream schools and get educated with hearing students. As what stated by Briggie that actually the decision depends on the learners or the learner's parents. Beside parents, teachers also have to know the specific needs by deaf learners. Because deafness is a low incidence disability, many teachers do not have a strong knowledge about learners who are deaf or hearing impaired. To ensure that learners who are deaf receive the quality education they deserve, teachers must understand the learning needs of this population (Briggie, 2011).

Besides teacher's ability to identify learner's needs, it is necessary to put a thought on learner's ability to acquire language. For instance, learning to read and write is more difficult for deaf learners because letters represent sounds and they do not make the subtle discriminations between speech-sounds required for using an alphabet. In addition, deaf students have a restricted English vocabulary, which interferes with reading comprehension. Therefore, the researcher is trying to develop English and sign language handout for deaf learners in Pontianak to acquire well-structured written English while they also learn the spoken form one.

On count of the effectiveness teaching learning process, the researcher will conduct a learning handout; English and Sign Language Handout to teach daily use vocabulary, as not

only words references for the learners but also as a creative teaching material to help learners to learn English. The importance of sign language not only benefited hearing impaired people but also for hearing people. Apart from the common advantages related to learning of a second language, sign language permits and insight into the Deaf culture and bestows more opportunities to communicate with those who are Deaf or hard of hearing. The learning of it develops awareness and sensitivity to cultural and linguistic diversity in addition to preserving the cultural identity of one.

It also provides cultural enrichment and is the best means of fostering understanding between people who are hard of hearing and those who are not. Furthermore it gives the opportunity to identify question and challenge one's own cultural assumptions, values and perspectives to contribute positively to society. Moreover, from the structure and the movement, it can help children in recognizing words if they are connected to a sign. The movement and actions which children are into this technique will help them to recognize and understand words they learn.

The contain of the handout which is focus on the creative development will be designed with pictures of the sign language, words in Bahasa Indonesia and English, and some exercises, too. The use of this creative material design that is; English and Sign Language Handout to teach daily use vocabulary is aimed to be an alternative of effective and interesting teaching and learning process to trigger communal interactions of a classroom influence to be conducive to an environment that promotes- through discussion, definition and modeling- the ability to interact with others (Schiering, 2011).

In this research, despite of the general objective of this research to create a learning media for deaf learners to learn English, though the subject of this research is limited to an informal English class under the project of #IAMABLE. As a post program activity of Indonesian Youth Leaders that is directing by the researcher, #IAMABLE has the focus to spread equality and inclusivity toward deafness to society. #IAMABLE is a post program

activity from Garuda 43; an Indonesia delegates for the Ship for Southeast Asian and Japanese Youth Program 2016. The members of #IAMABLE are 30 participating youths from 28 provinces in Indonesia; West Papua, Papua, NTB, Maluku, North Maluku, Jakarta, West Java, East Java, Central Java, Yogyakarta, Banten, Bali, North Sumatera, West Sumatera, Aceh, Lampung, South Sumatera, Kepri, Riau, West Kalimantan, North Kalimantan, East Kalimantan, South Kalimantan, Central Kalimantan.

The purpose of #IAMABLE is to reach inclusivity through sign language with the tagline #signtoshine. The activity including: sign language campaign, community development for deaf, one day with PDA, and web campaign through iamable.com. The activities have been running from Januari 2017 and is still on going until right now. The researcher as the Project Director has designing and/or directing the projects for the past 9 months. The report of the project will be attached in Appendix. Further, this program is designed to prepare youth leaders as deaf activist for Indonesia.

One of the program is teaching English to deaf people who are interested to learn English. Further, the target participants are member of West Borneo Deaf Community Pontianak who are interested in learning English. West Borneo

Deaf Community is a platform for deaf and hard of hearing people in West Kalimantan especially in Pontianak and around. The membership of this community is opened to every deaf and hard of hearing people, male and female, and no age limitation. So far, the members of West Borneo Deaf Community which is abbreviated as WBDC are more or less around 150 members. There are some programs designed under this year period such as: Kelas Bahasa Isyarat Pontianak, Seminar Inklusi Pontianak, Jalan Santai Hari Tuli Internasional, and so on and so forth.

In conclusion, according to Esteban (2000) a textbook has a certain significant impact towards teacher's performance since it is needed as a reference to base the course delivered and at the same time, also, to fulfill students' need. It shows a demand to the

availability of textbook for teaching learning process in classroom. However, teachers could not uphold 'one fits all' principle while using textbook, since the need of students and

The existence of deaf community and deaf activist are important to fight for the right deaf people deserve to have. As what is written in wikipedia.com about the deaf rights movement that is defined as a series of movement within disability rights and cultural diversity movements that encourages deaf and hard of hearing people and society to adopt a position of respect and acceptance toward deaf people.

The development of handout as one of teaching material is needed now days as sub-based reference of teacher to deliver the course. Therefore, the researcher in this research is going to develop a handbook special for deaf learners in the form of English and Sign Language handout which contains 5 chapters of daily use vocabulary: alphabet, numbers, greeting, introduction, and color. This research aims to introduce English at the very first place to deaf learners who are interested to learn.

However this research is a developmental research in which still need to be improved later on to a bigger and more beneficial scale. Through all limitation, the researcher is hoping that this research could benefit all teachers to teach English for deaf learners and more especially to the deaf learners themselves, as an exposure to learn English as their third language after sign language and Bahasa Indonesia.

## METHOD

Method of research is divided into form of research, object and respondent, procedure of research, and technique and tool of data collecting. Method is one of important steps in conducting a research. The method used further will determine the result of the research itself. Method alone could be defined as how a researcher will conduct the research. One of things to contemplate is the suitable method needed to conduct the research, collecting the data and information, in which the result will occur at its best. In this research, the researcher will urge to use Research and Development

method to develop new product to solve problem occurred. Ellis and Levy cited in Richey & Klein (2007, p. 108) defined design and development research as:

"The systematic study of design, development, and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development".

Based on the definition described above, then contemplating several types of research and development procedure, the researcher decided to choose ADDIE model by Branch (2009) which is consist of *Analyze* phase, *Design* phase, *Develop* phase, *Implement* phase and *Evaluate* phase. However, in this research the focus will be more to design the sign language handout. Therefore, the research will be conducted base on ADD method without implementation and evaluation.

This method will help to solve the research problem and to reach the aim of this research that is to create a new learning media for deaf students; sing language handout. Design and development research, further, is practical approach to address this problem. Design and development research covers a wide spectrum of activities and interests. In its simplest form, it can be either (1) the study of the process and impact of specific design and development efforts, or (2) the study of the design and development process as a whole, or of particular process components.

The object of this research is an English and Sign Language Handout for deaf learners in Pontianak. And the respondent of this research are deaf learners who take English class of #IAMABLE activity. There are 9 deaf learners who take English class and 7 of them are the respondent of this research. There are several steps or process required during the method used; research and developmental study. Richey & Klein (2007) defined a design as follow: "Systematic study of design, development and evaluation processes aim to establish for the creation of instructional and non-instructional products and tools and new or enhanced model that govern their development".

According to (Branch, Instructional Design: The ADDIE Approach, 2009) the process in conducting Research and Development consists of five phases: Analysis (A), Design (D), Develop (D), Implement (I), and Evaluation (E). Due to some limitations in this research the researcher will use three phase of Developmental Research: Analysis (A), Design (D), Develop (D).

In this phase, firstly, the researcher will use interview sheet contains of several questions as a guidance. The questions are regarding to the detail information of what's problems teacher probably faces to teach hard of hearing and deaf students and the possible needs strategies. Secondly, the researcher will distribute pre-test to know the score of English proficiency of the students. The result will be counted to measure the scale of effectiveness at the end of the research.

Tool of data collecting is defided into observation sheet and video recorder and camera. The observation sheets are in the form of questionnaire in which observation questions will be rouse to the respondent. The questionnaire will be attached in appendix and Video recorder will be used during the Analyze Phase to record the sign language instructor while figuring the sign language. Camera will be used to take picture of the model to figure out the signed language of the listed words

This phase will allow the researcher to collect the material needed to be delivered in the handout. The data will be based on the analysis on the first phase. After arranging the material the researcher will ask help from sign language instructor to figure out the collection of words compiled before. While the instructor is figuring out the words, the researcher will record the process to be developed later on. The last step on this phase is, designing the rough draft.

Come to this phase, the researcher will have enough information, data, and material to develop the draft made before into the real handout. The process will include: drawing, designing, translating, and finishing the book cover. After the development phase, the handout will be ready to use in teaching learning process. After getting the data, the researcher

will use descriptive analysis to analyze those data. The writer will analyze teacher response from interview and from student's interview and describe those data in form of descriptive analysis.

## **RESULT AND DISCUSSION**

### **Result**

The purpose of this research is to design an English learning handout for deaf learners in Pontianak. To know the materials needed, the researcher collected the need analysis data through questionnaires to 7 from 9 deaf learners: Muhammad Ade, Stefanus Acun, Kiki, Shella, Gisella, Ditha, and Willy. The analysis was conducted on ---, with 5 main questions about the background and needs of the students. The questions are: background of the deaf learners, background of family, strategy of learning English, vocabulary mastery, and the purpose they learn English. These five main questions that helped the researcher to draw the material needed in the handout.

To identify the learners background, the researcher made six questions: name, age, place and date of birth, dreams, education background, and school address. Due to this analysis, the researcher found out that from seven respondents there are 1 learner who's graduated from senior high school, named Anindhya Retno Puspita Ningrum from SLB Pembina Tingkat Nasional Lawang-Malang, and 6 learners were graduated from junior high school: Willy, Shella, Gisella, and Ade from SLB Dharma Asih Pontianak, Stefanus Acun from SLB-B Don Bosco Yayasan Karya Bhakti Wonosobo Jawa Tengah, and SLB Pangudi Luhur Jakarta. Besides their education background, the researcher found out that the learners share different dream job in the future.

3 respondents are willing to be teachers in SLB, they are: Shella, Kiki and Gizella. 1 respondent is willing to be photographer, 2 respondents are willing to be entrepreneurs, and 1 respondent is willing to be a Make Up Artist. The data of learners background is needed to be collected to adjust the material of the handout, since the learners come from different age and educational background. Thus, from the

background of education and the dreams set by the learners, the researcher assumed that the material design should be started with basic English. The objective is to balancing those vary level of education, and 6 of the learners were graduated from senior high schools and only one who's graduated from senior high school.

Collecting the data about family background is believed has an impact to the teaching and learning process. There is a clear link between parent involvement and children's success in school. Further, studies have also demonstrated a correlation between parent involvement and children's educational development and subsequent intrinsic academic motivation (Gottfried, Fleming, & Gottfried, 1994). Thus, the researcher believed that knowing the family background is important both to know the need of the students in learning and to set the teaching strategy for the learners

Based on the analysis has done by the researcher, the result shown that 2 respondents (Willy and Gizella) are new with English, and they mentioned that they learn English first time with the researcher. While the othe 3 respondents Acun, Sella, and Dytha) learnt since they were in school. 1 respondent usually learns from dictionary (she mentioned about mickey mouse dictionary and donald duck refer to covers of dictionaries she uses), besides she also learns through Korean Movie with English subtitle, and google translate. The last, 1 respondent wrote that he ususally uses international group to chat in English and practice his English. He learnt English for the very first time when he joint international deaf activity in Australia, in 2016. The strategies use are vary, however, most of them said that they use google translate to find the meaning of the words.

The data showed that all respondents said that their vocabulary mastery are avarage to less. 6 respondents wrote they have less vocabulary mastery. Some respondents even said they have difficulties to remember the words.

The purpose of learning are vary due to the different dreams they have. 2 respondents (Sella and Gizella) said they need to learn

English since they want to be teachers. 1 respondent (Willy) said he wants to learn English to work in Singapore. 1 respondent (Acun) said he wants to travel the world and can understand English. 1 respondent (Kiki) said she wants to communicate with her friends on chat who use English language, besides she wants to be a teacher as well. 1 respondent (Dytha) said she wants to communicate with her friends while also being a Make Up Artist as her talent. And the last, 1 respondent (Ade) said he wants to be an international photographer. As conclusion, the purpose of learning of deaf learners to learn English is high and set on point.

### **Designing Phase**

In this phase the researcher designs the handout that will be developed in the development phase. Based on the questionnaires distributed to 7 respondents of deaf leaners, the researcher concluded that the handout should contain 5 chapters of learning material with basic English skill. After designing the material for each chapter, the researcher record videos and photos of sign language instructor to be added into the handout. There are approximately 101 words those are picturized as sign language words and translated into English and Indonesia language. In each chapter there are sign language with Indonesia and English. The researcher also followed the guideline in designing the material from (Richard & Rodgers, 2001) in conducting this research; they said design is level of method analysis in which we have to consider some aspects as follow:

To design the new material we have to consider the learner role regarding the material. It infers from the type of activity for the learners and the involvement of the learners over the content of learning. In this handout the learner role is as a reader and practitioner, since there are some drill and practice included in the handout. The learners will have more exposure on how to use the words listed after doing the drill and practice.

Learner role in and instructional material are aclosely connected with the teacher status and teacher role. Teacher role are similarly related ultimately both to assumption about language and language learning at the

level of approach. In this handout teacher role is as facilitator and instructor who facilitates the process of learning for the students. The teacher should give clear instruction on how to do the drill and practice.

The role of instructional material within a method or instructional system will reflect concerning the primary goal of the material such as to present content, to practice content, to facilitate communication between learners or to enable the learner to practice the content without the teacher's help. The role of instructional material here is as learning material to support deaf learners to learn English through sign language.

### **Developing Phase**

In the development phase, the researcher developed the 5 chapters of the materials into details: Let's Sign! How to Say It!, Conversation, and Drill & Practice. The purpose of Let's Sign! part is to perform the sign language words with its meaning in Indonesia and English language, to enhance understanding of the words for deaf learners. How to Say It! has a purpose to show the spell of the letters or the pronounce of the words. Since deaf learners cannot hear sounds, How to Say It! will have them figure out the pronunciation of the words. Conversation part will give opportunities to deaf learners to know the real use of the word. The last, Drill & Practice.

The second chapter of this handout is about greetings. It is consisting of 4 parts: sign language, How to Say It!, Conversation, and Drill and Practice. Greetings part I: good morning, good afternoon, good evening, good night, see you, how are you, I am good. Greetings part II (Expression of sickness) stomachache, headache, toothache, fever, flu, cough.

The third chapter is about introduction, it is consisting of 4 parts: sign language, How to Say It!, Conversation, and Drill and Practice. Introduction Part I: name, my, me, you, who, where, age, birth, date, hobby. Introduction part II (family member): father, mother, son, daughter, brother, sister, grandfather, grandmother, cousin, nephew, niece.

## **Discussion**

The researcher developed English and sign language handout for deaf learners is because there is still no material design to use during teaching and learning process has done by the researcher these past several months. The researcher has seen the lack of the material affect to the pace of learning of the deaf students. Since the learners cannot hear any sound, the researcher needs to provide print out material to teach English, and that's how the imperative of this handout is seen important.

The fourth chapter of this handout is about Day and Date. It is consisting of four parts: Sign Language, How to Say It!, Conversation, and Drill and Practice. The contents of vocabulary are today, tomorrow, yesterday, day after tomorrow, monday, tuesday, wednesday, thursday, friday, saturday, Sunday.

The process making of this handout was started by distributing the questionnaires to the respondents which are 7 from 9 deaf learners in English class. The result are vary, in terms of the learners background, family background, experience in learning English, strategy use, and the goal of learning English. As the conclusion, overall, the learners still have basic English mastery and they wrote that some of the respondents still have problem in memorizing the words.

Some respondents use Google translate to learn English in their daily life, some others use video and English subtitle while watching Korean Movie. The goals are also vary based on the dream they have for example being a teacher, photographer, make up artist, and the lines. The design and development process were adjusting to the level of English the learners have. The researcher decided there are 5 chapters in the handout with sign language, material design, and drill and practice.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

This research is aimed to teach English to deaf learners through handout as the learning media of the students. The research was started by the curiosity of the researcher about the

learning media used for deaf learners in English class for deaf conducted by the researcher.

The handout is hoped to help deaf learners to learn English faster through material and drill and practice inside the handout. The process making was started by video recording and photo taking from sign language instructor and continued by designing process by adding the sign language pictures into handout.

The first chapter is alphabet and number, the second chapter is greetings, the third chapter is introduction, the fourth chapter is day and date, and the last chapter is color. Total words of the sign language are 101 words.

### **Suggestion**

After the entire step in this research was done, the researcher proposes suggestion relates to this research; this research is only the basic English which is contain only 5 chapters of the handout. This research can be developed to more scientific steps while completing the other ADDIE steps which are Implement and Evaluate. The next researcher can add more on material designs and the steps of this research for further research.

### **REFERENCES**

- Branch, Robert Maribe. (2009). *Instructional Design: ADDIE Approach*. New York, NY: Springer.
- Briggle, Sandra J. (2006). Language and Literacy Development in Children Who Are Deaf or Hearing Impaired. Kappa Delta Pi Record, winter.
- Cripps (2000), *Quiet Journey: Understanding the Rights of Deaf Children*, Ginger Press, Ontario.
- Lane, H. (2005). *The Journal of Deaf Studies and Deaf Education* (volume 10).
- Padden and Humphries (1988), *Deaf in America: Voices from a Culture*, Harvard University Press, MA
- Richey, R. C., & Klein, J. D. (2005). *Developmental Research Method: Creating Knowledge from Instructional Design and Development Practice*. Journal of Computing in Higher Education, 24.
- Schiering. (2011). *Teaching and Learning: A Model for Academic and Social Cognition*. Plymouth: Rowman & Littlefield Education.